

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



Freedom School

Teacher Activity Guide

Grades K-3





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FREEDOM SCHOOL

PROGRAM DESCRIPTION

This forty-five minute Museum Education Program focuses on the connection between freedom and education for African Americans in St. Louis before the Civil War. During that time it was against a Missouri law passed in 1847 to teach African-Americans how to read or write. This made it hard for African Americans to get good jobs or to be treated equally. Some people knew this was not fair. They taught African-American students in secret schools, known as “Freedom Schools.” They hoped to improve opportunities for African Americans by teaching them to read and write.

During this program, your National Park Service Ranger will interpret life in St. Louis for slaves and free African Americans before the Civil War, as well as the differences between rural and urban life for slaves. He or she will discuss the importance of education, its connection to freedom, and why education was illegal for African Americans before the Civil War. Students will reenact a typical classroom session from the mid-1800s in a secret “Freedom School” classroom.

Please note: The Old Courthouse was never used as a “Freedom School,” though many slaves sought freedom through its courtrooms.

CURRICULUM OBJECTIVES

The “Freedom School” program and Teacher Activity Guide address the following curriculum standards for the states of Missouri and Illinois, as well as the National Standards for History and Social Studies:

- Analyze historical developments leading to present similarities and differences among various racial and ethnic groups. (ILS 16.A, 18; MAP 1.6, 1.9; NCSS Ia, Iib; NSH 3)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Construct and interpret timelines. (ILS 16.A, 16.B; MAP II.B, II.C; NCSS II; NHS 1C)
- Examine a conflict and resolve it, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities at national parks. (ILS 18.B; MAP 4.8; NCSS Vg)
- Identify and compare features of everyday life in the past with those of today. (ILS 16.A, 16.D; MAP 1.9; NCSS Iib; NSH 1A)
- Identify examples of cooperation, compromise, and responsible behavior in making decisions. (ILS 18.B, 18.C; MAP II.B; NCSS IV; NHS 5)
- Locate places, identify features, and draw conclusions using maps. (ILS 17.A, MAP III.E, NCSS III, NHS 3)

ILS: Illinois Learning Standards
MAP: Missouri Assessment Program
NCSS: National Council for the Social Studies
NSH: National Standards for History



PRE-VISIT ACTIVITY #1 (REQUIRED)



Did you know...

Many American schools during the 1800s had only one room and one teacher?



NPS Photo

COMPARE AND CONTRAST

Schools in the mid-1800s were different than they are today. Students of different ages and grade-levels often studied together in the same classroom. They wrote their lessons with chalk on slate boards and may have shared books if there were not enough for everyone. Many “Freedom Schools” may have been similar to the one-room schoolhouses of the times.

VENN DIAGRAM ACTIVITY

The object of this activity is to compare and contrast classrooms in the past with those of the present. Begin by brainstorming a list with your students of things in your classroom and school. Next, read to them one of the chapters from *Little Town on the Prairie* (see Reading List on page 32). Have them listen closely for descriptions of the schoolroom. Afterward, use a copy of the Venn Diagram below to compare and contrast your school with that described in the story. Students may use words or pictures to complete the diagram.

FOR DISCUSSION

- What are the differences between your school or classroom and that described in the story?
- What are the similarities?
- What do you think students learned about in a one-room school?
- What do you think teachers were like during the 1800s?
- What would it feel like to sit in a classroom with students of all ages?
- How would you feel if other kids your age were allowed to attend school, but you were not?



SCIENCE



Slate is a type of rock used to write on during the 1800s. Bring in a piece of slate for students to look at and handle. Ask students how they would describe slate. Why do they think people used slate for writing? Do the same with chalk, which is another type of rock.

PHOTO INTERPRETATION ACTIVITY

The object of this activity is for students to interpret the photograph on Appendix page 28 using their own words. Show your class a copy of the photograph of the class from Banneker School, 1895. Use the questions below to guide discussion about the picture. Students may use words or pictures to elaborate on the discussion.

FOR DISCUSSION

- What do you notice about the students in the picture?
- What do you notice that is similar to the way we live today?
- What differences do you notice?
- How would you describe what is going on in the picture?
- What do you think the children in the picture are thinking?
- What would you be thinking if you were sitting for this picture more than one hundred years ago?



Courtesy of St. Louis Public Schools Records Center/Archives

EXPLORATION AND ENRICHMENT

Iron Hill School was one of eighty schools built for African-American students in Delaware between 1919 and 1928. A traditional one-room schoolhouse, Iron Hill is listed on the National Register of Historic Places. Learn more about Iron Hill by visiting the *Teaching With Historic Places* website. See Appendix page 26 for contact information.

MATH



Working with a partner, have students count the number of students in the Banneker School, 1895 photo from Appendix page 28. How many are there in all? Is the number of students in the photo greater than, or less than, the number of students in your own class today? Have students write their answer in terms of greater than or less than (For example $33 > 25$).





PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

Some slaves escaped to freedom using a secret route called the Underground Railroad?

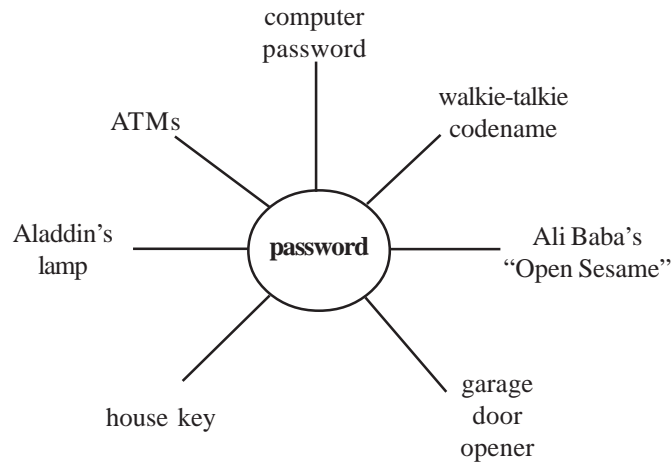


WHAT'S THE PASSWORD?

Because “Freedom Schools” were secret, few people knew about them. In order to get into a secret school, you had to give the secret password. Then the teacher would open the door and you could enter the classroom. If the wrong person found out about the secret school, then the teacher could get a fine or go to jail.

WORD WEB

The object of this activity is to develop a secret password to use to enter the secret “Freedom School” classroom at the Old Courthouse. Have students use a word web like the one shown below to come up with a secret phrase to use as a password. Begin with a word like “freedom” or “education,” and have them add as many associated ideas as they can come up with. The ranger will ask for the password before beginning the “Freedom School” roleplay at the Old Courthouse.



LANGUAGE ARTS



After students study the picture of Banneker School, 1895 on Appendix page 28, have them write a short paragraph about what they think might have happened after this picture was taken. They might write about one of the children in particular or from one of the children’s perspective. Younger students may use pictures or recite their story.

PREPARING FOR THE FREEDOM SCHOOL AT THE OLD COURTHOUSE

The National Park Service Ranger conducting your program will ask students for their secret password before presenting the reenactment. He or she will also ask to see their “Freedom Licenses” (explained on page 10). Students may fill out a copy of the license on Appendix page 29. Though it is optional, students may want to dress for their reenactment. Suggestions are listed below.

DRESSING FOR THE 1800S

Boys

Hand-me-down clothes
(one size too large or small)
Shirt with collar and cuff
Bib overalls
Patched dungarees
Light-weight cap
Wool socks & heavy boots
Wool coat

Girls

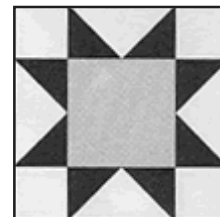
Dress (with petticoats, if possible)

Plain blouse and skirt
Bloomers (if possible)
Hair in ribbons, braids, or bows
Sweater or shawl
Sturdy shoes or boots
Wool coat



EXPLORATION AND ENRICHMENT

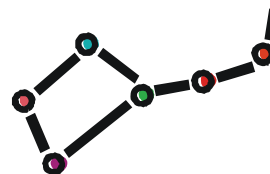
The Underground Railroad was neither underground nor a railroad, but a loose network of aid and assistance to fugitives from slavery. The National Underground Railroad Network to Freedom interprets the people, places, and events connected with the Underground Railroad. See Appendix page 26 for contact information.



ART AND MUSIC



Listen to the song “Follow the Drinking Gourd” with students. Discuss the importance of some of the song’s elements, then have them illustrate a night on the Underground Railroad using one or more of these elements. You may also want to compare the song to “Harriet Tubman.” Both of these songs are on *Steal Away: Music of the Underground Railroad* (see Reading List on page 32).





PRE-VISIT ACTIVITY #3 (REQUIRED)



Did you know...

Some people say John Berry Meachum had a secret school on a riverboat in the middle of the Mississippi River?

IT'S THE LAW

Many of us take our freedom for granted. We can go where we wish, talk with whom we please, and do many of the things we like. But before the Civil War, laws kept African Americans from walking freely about the city of St. Louis. Even if they were not slaves, their movements were restricted because people were afraid they might try to end slavery. One of the ways their freedom was restricted was that every free African American had to carry a license to prove that he or she was not a slave. This "Freedom License" allowed the person carrying it to walk about town. If they were caught without the license, they might be put in jail, made to leave the state, or sold into slavery.

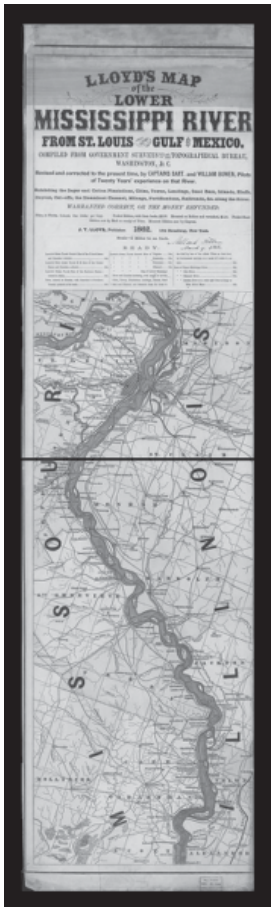


Nile of the New World
Nile of the New World

COOPERATIVE LEARNING ACTIVITY

The object of this activity is to show students the extent to which freedom was limited for African Americans in St. Louis before the Civil War. It will also introduce the "Freedom License" and how it was used. Divide your class into five groups. Give each group a role card from Appendix page 30. Students may fill out a copy of the "Freedom License" copied from Appendix page 29. (The NPS Ranger will ask to see this during the program). Take one morning or afternoon before visiting the Old Courthouse for students to carry out their daily routines guided by the instructions listed on the role cards. Afterward, use the questions below to discuss the activity and how students felt about their roles.

You may switch roles to give students a chance to experience the various levels of freedom.



MATH



Have students count the number of states along the Mississippi River to the east and to the west. On which side is the greater number of states located? Have them write their answer in terms of which greater and lesser. (answer: $9 > 8$).

FOR DISCUSSION

- What happened during this morning/afternoon?
- How did you have to act during this time? How did the way you acted affect other people?
- Was your freedom limited? In what way was your freedom limited?
- How did it make you feel to act the way you acted? How did it make you feel to be treated the way you were treated?
- Who benefited from the way you acted or from the way you were treated? In what ways did they benefit?
- Do you think the way you acted or were treated was fair?
- How do you think African Americans living in St. Louis during the 1800s felt when they were treated differently?
- What can we do if we see someone being treated differently than other people?
- Why is it important to talk about these things?

Important Note: *Please make it clear to students that this activity is for pretend and will last only as long as the morning or afternoon.*

EXPLORATION AND ENRICHMENT

The Mississippi River not only divided east from west, but also served as a highway for early travelers. Many people traveling the Mississippi, including African Americans, brought with them their stories and culture. *Our Shared History: African American Heritage*, a National Park Service website, links visitors to many of the places where African Americans made a difference in American history. See Appendix page 26 for contact information.

SCIENCE



The Mississippi River forms a natural boundary between the eastern and western United States. Using the map from Appendix page 31, have students color states touching the east side of the Mississippi River blue, states touching the west side red, and the state of Missouri yellow. Is Missouri to the east or west?





THE MUSEUM EXPERIENCE



Did you know...

Some slaves gained their freedom by taking their owners to court?



FREEDOM SCHOOL

Upon arriving at the Old Courthouse, review the Museum Manners with your group. Register at the Information Desk. The National Park Service Ranger assigned to your program will meet you in the rotunda.

IN BRIEF

Your NPS Ranger will ask students to see their “Freedom Licenses.” Each student should have a copy of the document from Appendix page 29. The NPS Ranger will also ask students for their secret password before conducting the “Freedom School” reenactment.

INTERPRETIVE PROGRAM

Your NPS Ranger will interpret the lives and work of free African Americans and slaves living in St. Louis during the 1840s and 1850s. He or she will also help students to understand the connection between education and freedom for African Americans during this time period.

FREEDOM SCHOOL REENACTMENT

Students will reenact a classroom session in a “secret” classroom on the third floor of the Old Courthouse rotunda. The activities may include reading from a *McGuffey’s Reader*, a spell down, singing, or writing with chalk and slates. There may be a “surprise” visit from a local constable ensuring that the Missouri Law of 1847 is not being broken.

The “Freedom School” reenactment classroom is located in a former jury room on the third floor of the Old Courthouse. There is no elevator in the building. Students and teachers should be prepared to tread two flights of stairs to reach the room. Special arrangements can be made for students or teachers with mobility issues. Please notify your NPS Ranger of any mobility issues at the first opportunity.

LANGUAGE ARTS



McGuffey’s Readers were the standard reading textbooks for many nineteenth-century schools in America. Many of the stories have a message about morality or character. Check out a *McGuffey’s Reader* from your public library. Read one of the stories to your students. See if they can identify the message. Why would such messages be considered important during the 1800s? Do these types of messages mean anything to us today?



LIVING HISTORY ITEMS AND EXHIBITS

Your NPS Ranger will use living history items and museum exhibits to create context for your “Freedom School” program. Some of the items may include iron shackles, *McGuffey’s Readers*, chalk, and slates. Mounted images and museum exhibits may also show students what life was like during the mid-1800s.

THE OLD COURTHOUSE

The Old Courthouse was never used as a “Freedom School” location, though many slaves did seek freedom through its courtrooms.

VOCABULARY

career – the type of work a person chooses to do in his or her life

choice – the right or power to choose or pick something

citizen – a member of a city, state, or nation; someone entitled to the rights of a city, state, or nation

educate – to learn how to do something, to gain certain skills, or to develop character

freedom – being able to move, act, or think without restrictions

history – the events of the past

law – a set of rules telling people what they may or may not do

license – a legal document giving permission to do something

opportunity – a good chance at doing something

password – a secret word or phrase used by members of a group

restrict – to keep someone from doing something

rotunda – a round room, especially one with a dome

rural – living in the country

urban – living in a city or town

EXPLORATION AND ENRICHMENT

The Old Courthouse offered slaves the opportunity to gain their freedom through the court system. More than 250 Missouri slaves sued their owners to gain their freedom. Their cases were heard in the courtrooms of the Old Courthouse, which is now part of the Jefferson National Expansion Memorial. See Appendix page 26 for contact information.



ART AND MUSIC



Many documents from the 1800s were elaborately illustrated. Fremont’s Emancipation Proclamation for the state of Missouri is a good example. A copy of the document hangs on the second floor of the Old Courthouse rotunda. Examine the document with students, discussing the images and what they represent. Where else in the building do they notice symbolic images? Back in the classroom, have them depict an image representing their idea of freedom.

Library of Congress,
Prints & Photographs Division.



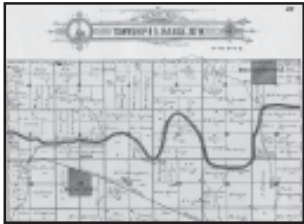


POST-VISIT ACTIVITY #1 *(suggested)*



Did you know...

After the Civil War, some African Americans moved west to establish their own towns? Nicodemus, Kansas, is one of the last remaining communities formed by these exodusters.



Library of Congress.

THEN AND NOW

The course of history is made up of events that happen in a certain order. These events can be organized into a sequence called a timeline. By looking at the order of events surrounding certain periods of time, we might be able to understand why people acted or felt a certain way. Timelines can also help us to understand how things change over time.

TIMELINE ACTIVITY

The object of this activity is to use a timeline to illustrate a sequence of events. A typical school day is a good place to start. Illustrate a typical day at school on the chalkboard. Put all of the day's activities in sequence from morning through afternoon.

Next, have students use words or pictures to make a timeline describing their life or a certain period of their life. It may even be as simple as a week or a day from their life. When students are finished, they may present their timeline to the rest of the class. Use the questions below to guide a discussion about their timelines.

FOR DISCUSSION

- What events occur more than once?
- Which events are most important to you? Which may be important to other people?
- Is there an event in your timeline that affected a choice you made? Is there an event in your outline that kept you from making a choice you wanted to make?
- Can you think of any thing not described in your timeline that might affect the course of events? (Laws, rules, current events, etc.)
- How does this timeline show your place in history?



MATH



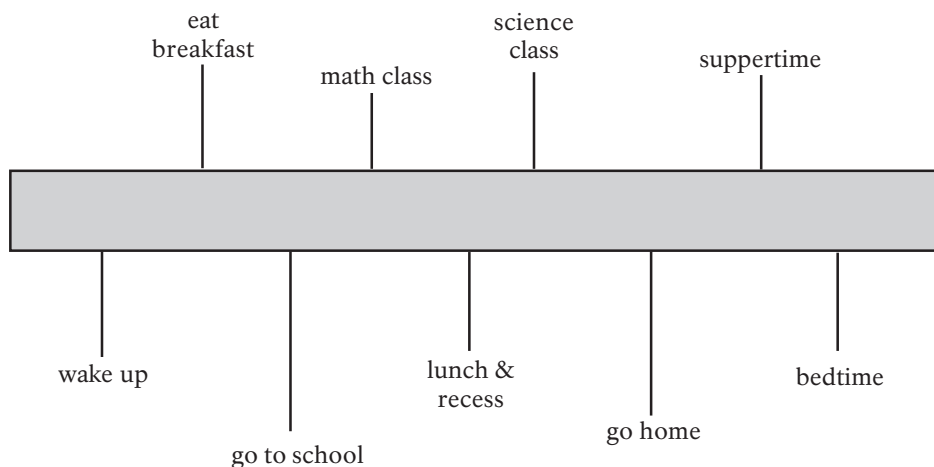
Timelines depict a unit of time using numbers. Have students convert the numbers in their timeline to words and use the words to write several short sentences. For example, "I was born in nineteen-ninety-eight. Three years later, I learned to write my name. When I was five, I went to kindergarten. As a third-grader, I can read and write."

THAT WAS THEN

The object of this activity is to develop a timeline to illustrate the ideas, events, and attitudes that are part of the “Freedom School” era. Using words or pictures, students may make a timeline of events as presented by your NPS Ranger during your “Freedom School” program at the Old Courthouse. When your timeline is complete, compare it with the personal timelines students made. Use the questions below to guide a discussion about the two timelines.

FOR DISCUSSION

- Which events do you think are the most important during this time period?
- Why do you think people did the things they did during this time period?
- Are there any similarities between this timeline and your personal timelines?
- How have things changed since this time period?
- How would you feel if you were living during this time period?



EXPLORATION AND ENRICHMENT

Nicodemus was one of the first communities in rural Kansas to establish a school district and school. Nicodemus School District #1 Schoolhouse is preserved as part of Nicodemus National Historic Site. See Appendix page 27 for contact information.

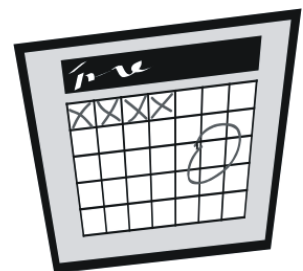


NPS Photo

SCIENCE



Things change over time. During the schoolyear, the seasons change several times. Have students create a timeline that depicts natural events as they occur during your schoolyear. You may want to use a calendar to keep track of weather or events such as birds or animals seen by students. Have small groups of students convert the calendar entries into timeline form by month or week. Join all of the timelines in order to depict a certain time during your schoolyear.





POST-VISIT ACTIVITY #2 (suggested)



Did you know...

As a young boy, Frederick Douglass realized that his ability to read was his key to freedom?



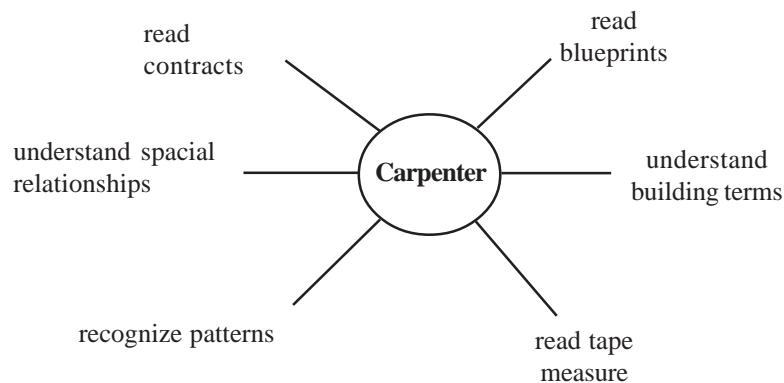
FREEDOM AND EDUCATION

Being able to read and write helps us to make good choices and to work together. During the 1800s, people were afraid that if African Americans learned to read and write, they would try to end slavery. Because they could not read or write, many could not read newspapers or books. They could not write letters or understand written contracts and legal agreements. Not being able to do these things limited the types of choices they could make.

CLUSTER DIAGRAM

The object of this activity is to explore how reading and writing help people to do their jobs. Brainstorm with your students a list of jobs people do. Group together jobs that are similar and discuss what makes them similar (Sits at desk, works with people, fixes things, responds to emergencies, etc.). How do reading and writing help people to do these jobs? Do some jobs require different levels of reading and writing skills than others? How do people prepare for these jobs? What would happen if they were not allowed to have the preparation for a certain job?

Next, have students look through magazines or newspapers for examples of people doing the jobs you discussed. Fasten the pictures on a bulletin board or some other large surface according to the categories you developed.



LANGUAGE ARTS



There are very few written descriptions of what a "Freedom School" was like. Have students pretend they are writing a letter to John Berry Meachum or some other "Freedom School" teacher, thanking him or her for their education. In the letter, have them describe some specific details from the experience. Younger students may use pictures for their letter.

INTERVIEW ACTIVITY

The object of this activity is for students to interview an adult about his or her education. Have students use the questions below to interview a parent, grandparent, or other adult about their school experience as a child.

INTERVIEW QUESTIONS

- What is your full name and when were you born?
- What was the name of your school?
- Where was it located?
- What did your classroom look like?
- What types of things did you have in you classroom?
- What did you study?
- What was your favorite subject?
- What were the names of some of your teachers and what did they teach?
- Who was your favorite teacher and why?
- How do you use the things you learned in school in your work today?
- Was there anything that limited the type of education you wanted or received?
- Was there anything that improved your chances in getting the type of education you wanted or received?

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ART AND MUSIC



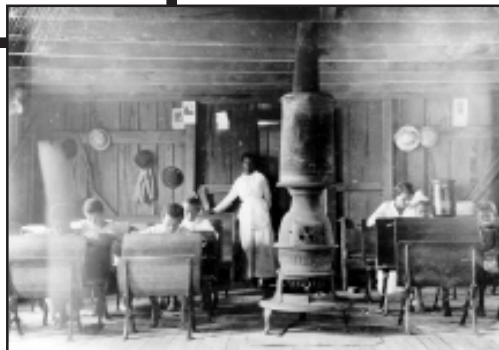
During your “Freedom School” program, students saw images of African Americans working at different jobs. Have students make their own images of jobs people might have done after getting their education. You might use as examples people like George Washington Carver, Frederick Douglass, and Elizabeth Keckley.

EXPLORATION AND ENRICHMENT

Frederick Douglass became a famous writer, orator, and advocate for African-American citizenship and equality. Frederick Douglass National Historic Site in Washington D.C. preserves the books, papers, and artifacts from Douglass’ life as an activist. See Appendix page 27 for contact information.



Tuskegee Institute
Library of Congress Photo



Library of Congress.



POST-VISIT ACTIVITY #3 *(suggested)*



Did you know...

Mary McLeod Bethune began one of the first schools for African-American girls in Daytona Beach, Florida. Because she had little money, students used packing crates and boxes for desks.



NPS Photo

A FREEDOM SCHOOL IN YOUR NEIGHBORHOOD?

“Freedom Schools” were often located in secret locations, such as attics, basements, or private residences. Some may have been located in public buildings, such as churches. These remained secret because few people knew they were used as “Freedom Schools.”

MAPPING ACTIVITY

The object of this activity is to have students create a map showing where a secret “Freedom School” could be located in their neighborhood or community. Using the questions below, discuss with students what would make a good location and what makes a place secret. Next have them map their “Freedom School,” showing its location in proximity with home, school, or another recognizable landmark. Help students to divide their maps into grids and to label coordinates. Each student’s map should have a key to explain significant features.

After students make their maps, they may exchange maps with another student. Have them write out a clue to help the other student find the “Freedom School.”

FOR DISCUSSION

- What makes the place hidden or secret?
- What buildings, roads, or geographic features are near your “Freedom School?”
- What is the distance between your “Freedom School” and your home, school, or other landmark?
- Who else would know about your Freedom School? Is it used for any purpose other than being your “Freedom School?”
- What types of clues would you use to describe the location of your “Freedom School?”

MATH



Grids help us to determine exact location when reading a map. The horizontal and vertical lines divide a grid into coordinates, similar to the game “Battleship.” You can play a game similar to “Hide and Seek” using grids and coordinates. Map out your playground or schoolyard, dividing into coordinates. Divide students into small groups. One group may hide a small object somewhere in the schoolyard. Next, they help the other group to find it by pointing to its coordinate on the map. Switch roles to give each group a chance to hide the object and find it.

MAPPING ACTIVITY



EXPLORATION AND ENRICHMENT

Mary McLeod Bethune worked as a teacher for more than forty-five years. She dedicated her life and career to working for education and equality for African Americans and women. The Mary McLeod Bethune Council House commemorates her life and work. See Appendix page 27 for contact information.



NPS Photo

SCIENCE



Maps can also be used to locate natural resources in a certain area. Have students take an inventory of natural resources in the area they mapped for their “Freedom School.” They may then add the features in their appropriate locations to their “Freedom School” map. Afterward, ask them which is greatest, the number of natural features depicted on their map or the number of built features.



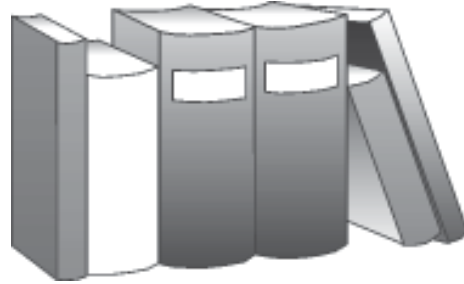


CAREERS

Librarian – a person who organizes, cares for, and helps others to use a collection of books and materials

IN THE WEST

Many “Freedom Schools” did not have enough books for every student to use his or her own. Students had to share the books that they had. African Americans who knew how to read would have to keep their books hidden; otherwise, someone might take them away.



NATIONAL PARK CAREERS

National Park Service Librarians are familiar with all of the materials in their park’s collection. They use computers to help people find the books they need. Being a librarian requires special training and education to learn how to organize materials and help other people to use a library.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The librarian at JEFF keeps track of all books, magazines, journals, videos, and other resources on the shelves of the JEFF library. Materials in the JEFF library are specifically about America’s Westward Expansion and St. Louis during the 1800s. Teachers and students are welcome to visit. Ask the librarian to help you find material about one-room schoolhouses, “Freedom Schools,” or other subjects.

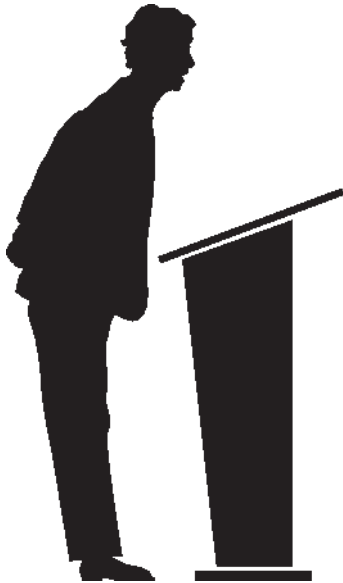
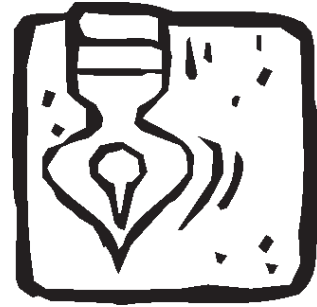


CAREERS

Historian – a person who studies, writes, and teaches about the people, places, and events of the park

IN THE WEST

History is made from the actions and interactions of people, places, and events. The job of a historian is to study and to explain how these people, places, and events fit into history and why they are important to us today. Historians tell others about what they have learned by writing articles, teaching courses, and making presentations.



NATIONAL PARK CAREERS

Every national park has significance and history. A park historian is an authority on the people, places, and events relating to the park, and how the park itself fits into our nation's history. Being a historian requires special training and education to learn how to analyze events, put them into perspective, and organize thoughts into written or oral form.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

JEFF memorializes American westward expansion in the 1800s. Our historian is an authority on the people, places, and events of that time. He may work with the librarian to research park themes, such as African Americans of the West or the Dred Scott case. He also works with park rangers to tell the story of the park. Sometimes, a movie producer consults with the park historian to make sure certain aspects of a film are historically accurate. Teachers and students with questions about African Americans of the West may get an in-depth answer from JEFF's park historian.



CAREERS

Law Enforcement Officer – a park ranger responsible for the safety and protection of park visitors, employees, and resources

IN THE WEST

Law enforcement officials like sheriffs and marshalls enforced the laws in the west. Deputy officers made arrests, served warrants, and protected citizens.



NPS Photo

NATIONAL PARK CAREERS

National Park Service Rangers act as the police officers for a park or historic site. They patrol the park grounds, talk with visitors, and prevent anything dangerous from happening to people. They enforce the park's rules and the laws of the National Park Service.



AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

National Park Service Rangers at JEFF patrol the Gateway Arch grounds by foot, car, and bicycle. They protect park visitors and answer their questions about the Gateway Arch, Old Courthouse, and the National Park Service. Because JEFF is in an urban area, rangers must work with the St. Louis Police Department and Fire Department to enforce laws and respond to incidents.



CAREERS

Interpreter - 1. one who presents an educational activity that aims to reveal meanings and relationships through the use of original objects, photographs, and firsthand experience, rather than simply communicating factual information

Interpreter - 2. There are at least two other types interpreters, a foreign language interpreter and a sign language interpreter. Discuss with your class the roles these interpreters play. Record the similarities and differences between all three types of interpreters

IN THE WEST

Interpreters in the west helped different groups of people to communicate with one another. They also may have passed on information, such as maps or directions, to groups exploring new territory.



NATIONAL PARK CAREERS

Interpretive park rangers are the voice of an National Park Service site. They “tell the story” of the people, places, and events connected to their site. An interpretive ranger may portray a historic character or present a slide show about a subject related to the park’s theme. Interpretive rangers receive special training, which helps them to research and communicate why their park is important.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

Interpretive park rangers at JEFF tell the story of westward expansion and St. Louis’ role in the growth of the nation. The ranger you meet for your Museum Education Program will be an interpretive park ranger. He or she will use photographs, museum exhibits, and items from JEFF’s living history collection to help you learn about Freedom Schools.



CHARACTER EDUCATION

MAKING CHOICES

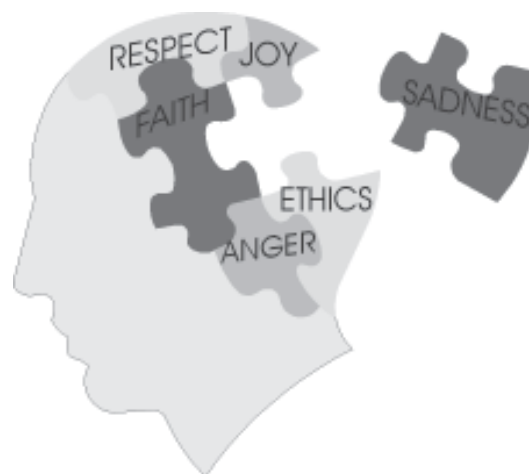
For African Americans during the 1800s, getting an education was very difficult. Still, many people understood it was one of the keys to success. When faced with the decision to do one thing or another, people like Frederick Douglass and George Washington Carver chose whatever would help them with their education. After completing their own educations, each helped other African Americans become educated.

Read about the lives of these two important African Americans. Older students might enjoy reading *A Pocketful of Goobers: A Story about George Washington Carver* and *Voice of Freedom: A Story about Frederick Douglass*. For younger students, read *A Picture Book of Frederick Douglass (Picture Book Biography)* and *A Picture Book of George Washington Carver (A Picture Book Biography)*. Use the questions below for discussion.

QUESTIONS FOR DISCUSSION

- Name one choice each person made in the story.
- What challenges did each person face in making his choice?
- How did their choices help other people?
- What would you do if you had to make a similar choice?
- What is similar about the two stories? What is different?

Have students make a list of choices they make during the day or week. Talk about how these choices affect the people around them (“When you hold the door open for someone, it shows respect.”). Next, have each student write on a piece of paper one way they would like to help other people (“I would like to help my mom put away dishes.”). On the other side of the paper, have them list some choices they will have to make in order to meet their goal (“I will ask mom when she needs help drying dishes.” “I will help to dry dishes before I watch TV.”). Revisit periodically to see how well students are following through with their choices.





MULTIPLE INTELLIGENCES

E=MC² **Logical/Mathematical Intelligence**

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence
Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Visual/Spatial Intelligence

This intelligence relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex which controls bodily motion.



Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



Naturalist Intelligence

The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.

8

WAYS OF KNOWING

MULTIPLE INTELLIGENCES



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this site, visit:

National Register of Historic Places
Teaching With Historic Places
Iron Hill School: An African-American One-Room School
www.cr.nps.gov/nr/twhp/wwwlps/lessons/58iron/58iron.htm

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

National Underground Railroad Network to Freedom
1709 Jackson Street
Omaha, NE 68102
(402) 221-3413
Fax (402) 221-3465
www.cr.nps.gov/ugrr

PRE-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this website, visit:

Our Shared Heritage
www.nps.gov/nico

THE MUSEUM EXPERIENCE

Exploration and Enrichment

For more information about this park, call or write:

Jefferson National Expansion Memorial
11 North 4th Street
St. Louis, MO 63102
(314) 655-1600
Fax (314) 655-1642
www.nps.gov/jeff



APPENDIX

POST-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, call or write:

Nicodemus National Historic Site
304 Washington Avenue
Bogue, KS 67625-3015
(785) 839-4233
Fax (785) 839-4325
www.nps.gov/nico

POST-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

Frederick Douglass National Historic Site
1411 West Street Southeast
Washington, DC 20020
(202) 426-5961
Fax (202) 426-0880
www.nps.gov/frdo

POST-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, call or write:

Mary McLeod Bethune Council House National Historic Site
1318 Vermont Avenue NW
Washington, D.C. 20005
(202) 673-2402
Fax (202) 673-2414
www.nps.gov/mabe



APPENDIX

PRE-VISIT ACTIVITY #1: PHOTO INTERPRETATION ACTIVITY





APPENDIX

PRE-VISIT ACTIVITY #2: FREEDOM LICENSE

Know all Men by these Presents, That We,
as principal; and
as securities,
are held and firmly bound unto the State of Missouri, in the just and
full sum of hundred Dollars, lawful money of the
United States, for the payment of which we bind ourselves, our heirs,
executors and administrators, firmly by these presents, sealed with our seals,
and dated this day of A.D. 18

The condition of the above Obligation is such, that whereas the said
has applied to the County Court
of St. Louis County for, and obtained a license to reside in the State of
Missouri, during good behavior: Now, if the said applicant shall be of
good character and behavior during residence in the State of
Missouri, then this obligation to be void, else of full force and virtue.



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








APPENDIX


PRE-VISIT ACTIVITY #2: ROLE CARDS






You may sharpen your pencil at any time by yourself. You may talk with whomever you please during the day.



You may get a drink of water by yourself at any time during the day. You may read any book you like at any time you like.

You must go with  to sharpen a pencil because  may arrest him or her. You must go with  when they speak with someone or  may arrest him or her. You must go with  to get a drink of water because  may arrest him or her. You must make sure that  does not read or write because it is against the law and  may arrest him or her.

You may sharpen you pencil, but  must go with you.
You may talk with whomever you please, but  must go with you.
You may get a drink of water, but  must go with you.
You cannot read a book because by law you cannot be taught.

You may sharpen you pencil at any time, but you must carry a license with you at all times and show it to  when they stop you. You may talk with whomever you please, but you must present your license to him or her first. You may get a drink of water, but make sure you have your license. You cannot read, because by law you cannot be taught.

It is your job to make sure that  has a license at all times. It is your job to make sure that  has  with him or her at all times. It is your job to make sure that  and  do not read or write.

License
A license is like a hall pass.
You must carry it with you at all times.
It must be carried by  and shown when  asks to see it.

(copy/cut)

APPENDIX

PRE-VISIT ACTIVITY #1: SCIENCE EXTENSION ACTIVITY



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READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

- Adler, David A. *A Picture Book of Frederick Douglass (Picture Book Biography)*. New York, NY: Holiday House, 1995.
- Adler, David A. *A Picture Book of George Washington Carver (Picture Book Biography)*. New York, NY: Holiday House, 2000.
- Aliki. *A Weed is a Flower: The Life of George Washington Carver*. New York, NY: Aladdin, 1988.
- Howard, Elizabeth Fitzgerald. *Virgie Goes to School with Us Boys*. New York, NY: Simon & Schuster, 2000.
- Mitchell, Barbara. *A Pocketfull of Goobers: A Story about George Washington Carver*. New York, NY: Lerner Publishing Group, 2001.
- Weidt, Maryann N. *Voice of Freedom: A Story about Frederick Douglass*. New York, NY: Lerner Publishing Group, 2001.
- Wilder, Laura Ingalls. *Little Town on the Prairie*. New York, NY: Harper Trophy, 1981.

For Teachers:

- Barthelemy, Anthony. *Collected Black Women's Narratives*. New York, NY: Oxford University Press, 1988.
- Cantor, George. *Historic Black Landmarks: A Traveler's Guide*. Detroit, MI: Visible Ink, 1991.
- DuBois, W. E. B. *The Education of Black People: Ten Critiques, 1906-1960*. New York, NY: Monthly Review Press, 2002.
- Greene, Lorenzo Johnston, Gary R. Kremer, Antonio F. Holland. *Missouri's Black Heritage, revised edition*. Columbia, MO: University of Missouri Press, 1993.
- Harris, Kim and Reggie. *Steal Away: Music of the Underground Railroad*. New York, NY: Appleseed Records, 1998.
- Katz, William Loren. *Eyewitness: The Negro in American History*. New York, NY: Pitman Publishing, 1967.
- Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Madison, WI: Turtleback Books, 2000.
- Woodson, Carter G. *The Education of the Negro Prior to 1861*. www.indypublish.com: IndyPublish.com, 2004

Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





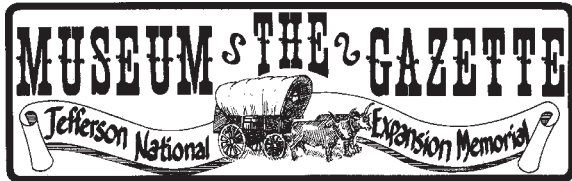
ADDITIONAL RESOURCES

Traveling Trunk



African Americans of the West
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



“Blacks in the West”
“Buffalo Soldiers: The African American
Contribution to Guarding the Frontier”
“The Moses Speese Family: New Years,
New Lives”
“One Room Schoolhouse”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

Internet



Our address on the World Wide Web is:
www.nps.gov/jeff
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

For more information on the National Park
Service, visit their home page at:
www.nps.gov